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MANUAL

FOR THE

PUBLIC SCHOOL PLAYGROUNDS

OF THE

CITY OF BOSTON

ISSUED BY THE

DEPARTMENT OF SCHOOL HYGIENE

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THEORY AND PRINCIPLES.

I. Spirit and Aims.

A. The Social Opportunity.

The playground teacher has the real boy and girl before her. They are forming habits of honesty or cheating, fair or foul play, generosity or selfishness, politeness or rudeness, determination or vacillation, all around her. She has a thousand opportunities to direct habit every day. The children will learn their spirit and method of play largely from her. She is sowing her personality broadcast, and should be careful of the type.

B. Personal Methods.

She should try to know as many children by name as possible.

She should be friends with as many as possible.

Any prowess or art that she may possess will increase the effectiveness of her example in everything; conversely, any ignorance of rules or inability to take part effectively in playground activities will diminish her influence in everything.

She should be sympathetic.

She should take an interest in all their experiences and plans.

She should try to help them in all endeavors.

C. Social Ends to be Attained.

The formation of friendships.— The friendships of children are formed mostly in play. The teacher should check the forward, obstinate, selfish ones, and help them to be good comrades and generous competitors.

Obedience to law.— She should get the children to live up to the rules of the game because they are the rules, and it is the sportsmanlike thing to do, rather than from fear of penalties. The law of the game is the essence of all law to the boy, and the playground is the place to teach him to be law-abiding.

Loyalty.— She should try to get loyalty in all her teams. It is the boy's first step in unselfishness and almost the same to him that patriotism is to the citizen.

She should create loyalty to the ground by holding competitions with other playgrounds, and getting as many children to enter into the spirit of it as possible.

Cleanliness.— She should speak to and caution the children who are careless in this matter.

She should not choose such children for leaders.

She should have an occasional military inspection of the teams. Get the captains to take pride in the appearance of their men.

Choose some one for some preferment occasionally, because he looks so "neat."

Justice.— She should preach the "square deal."

Large children must not take things away from small ones.

Children must take their turns on coveted apparatus.

Children must give up the coveted position when they have held it a fair length of time.

Honesty.— There are many tendencies to be dishonest in all the games.

The teacher should be so severe with cheating that honesty will be the best policy.

Truthfulness.— In tournaments there are very strong temptations to false registration from different grounds, under false ages, and from non-amateurs. Disqualification is the one consistent and effective punishment for all these, and it is the most effective lesson in truthfulness that can possibly be given.

Politeness.— This is very effectively taught without great effort in the playground. The children will learn much from imitation of the teacher. They are apt to think that politeness does not apply to play, so the lesson is all the more needed.

The teacher must be careful to be polite to the children.

She must be careful to use polite expressions in all games; nearly all the ring games have opportunities in this direction.

She must insist on politeness to herself and on politeness to all officials and opponents at meets on penalty of disqualification. Children will need instruction as they will not know what politeness requires.

Determination.— There are many children who try a game or stunt once or twice and then give up if they are not successful, who are discouraged if their opponents get a large score against them and want to stop the game. There is no other opportunity of similar value in teaching the will to succeed against obstacles or odds. The teacher should encourage them to keep trying.

D. General Ends to be Secured.

An abundance of physical exercise.

The creation of as many interests as possible.

The happiness of the children.

II. Rousing Interest.

A. Enthusiasm in Instruction and Leadership.

B. External aids.

Playground button.

Holding exhibitions or festivals.

C. Arousing local pride through appearance of ground.

The teacher should see that all litter and paper are picked up.

She should see that the equipment is always in repair, if she has to repair it herself.

She should see that the grass is cut, if she has any, and everything is in order.

Keeping her athletic records posted up.

Having a good playground banner; the children will gladly help to buy it.

Having colors, a uniform, if possible, and a yell.

III. Teaching Activities.

A. Instruction in Games and Athletics.

Kindergarten and ring games for little children.— Children should have thirty or forty games that they play together.

The director should teach a new game as soon as the children tire of the old ones.

Games for older children.— (*e.*) General games, employing large numbers of children essential to getting acquainted and forming a ground loyalty.

Team games. Teachers must know the rules and be able to play the game better than the children.

Note.— It is well to have a digest of the rules of the less common games printed and posted up on the ground and distributed to the members of the teams. The cost is trifling.

Athletics.— Running, instruction in:

The way to start; the course; the finish.

Examining the heart and lungs of children who are taking regular training.

Having relays in which a great many take part, so as to get all the children interested in running.

Note. — It is well to have some form of standard test for which a special button is given and try to get all the children to win it. Each playground should receive credit for each button earned and the different grounds should compete for the record.

Jumping. — It is well to have a place marked off for the standard test.

The high jump is very popular when it is once started.

Chinning.— There should be a good place on each ground.

Note.— The ground should have credit for all the children that come up to the test. Post up names and print in the papers.

Group contests.— Class athletics where a group compete against another group, each trying to secure the highest average.

Where one group competes against another group and the

performance of each is added to a group total which serves as the basis of the competition.

B. Dancing.

SELECTED LIST OF FOLK DANCES.

Arranged alphabetically according to nationalities of dances.

Nationality of Dance.	*Name of Dance.*	*Name of Book where Description or Music, or Both, may be Found.**
Bohemian	Komarno	7. "Folk Dance Music."
		8. "Folk Dances."
"	Strasak	7. "Folk Dance Music."
		8. "Folk Dances."
Danish	Ace of Diamonds	22. "Old Danish Folk Dances."
"	Dance of Greeting	27. "Popular Folk Games and Dances."
"	Shoemaker's Dance	22. "Old Danish Folk Dances."
English	Bean Setting (Morris Dances.)	19. "The Morris Book."
	How Do You Do, Sir? (Morris Dances.)	10. "The Morris Book."
		19. "The Morris Book."
	Laudnum Bunches (Morris Dances.)	12. "Guild of Play Book of Festival and Dance."
"	Maypole Dance	
Finnish	Bounding Heart	9. "Folk Dances and Games."
"	Harvest Dance	8. "Folk Dances."
Hungarian	Csardas	7. "Folk Dance Music."
Irish	Jig	8. "Folk Dances."
Italian	Tarantella	8. "Folk Dances."
Norwegian	Mountain March	22. "Old Danish Folk Dances."
Russian	Comarinskaia	10. "Folk Dances for Men."
		7. "Folk Dance Music."
		8. "Folk Dances."
Scotch	Highland Fling	8. "Folk Dances."
"	Highland Reel	8. "Folk Dances."
"	Highland Schottische	9. "Folk Dances and Games."
Swedish Dance	Bleking	26. "Old Swedish Folk Dances."
" "	Clap Dance	31. "Swedish Recreative Exercises for Schools and Playgrounds."
" "	Fjalnas Polska	30. "Swedish Folk Dances."
" "	Oxdans	26. "Old Swedish Folk Dances."
" "	Reap the Flax	31. "Swedish Recreative Exercises for Schools and Playgrounds."
" "	Trollen	
	Varsouvienne	26. "Old Swedish Folk Dances."
Swedish Song Play	Carousel	29. "Song Plays."
"	Hey, Little Lassie	21. "Gymnastic Dancing."
"	How do You Do, My Partner?	27. "Popular Folk Games and Dances."
"	I See You	29. "Song Plays."
"	Kull Dance	8. "Folk Dances."
"	Ma's Piggiwigs	
"	Nigare Polska	31. "Swedish Recreative Exercises for Schools and Playgrounds."

*The number prefixed to the name of the book corresponds in each case to that prefixed to the title of book in the list of books of folk dances.

ADDITIONAL DANCES.

Not folk dances, but found describable.

Name of Dance.	*Arranged by*	*Name of Book where Description or Music, or Both, may be Found.**
Swedish Song Play	Peter Magnus	
"	Ritsh, Ratsh	29. "Song Plays."
"	To-day is the First of May	29. "Song Plays."
Chorus Jig	Mr. M. B. Gilbert, Boston, Mass.	29. "Song Plays."
Christmas Dance	Mrs. M. H. Woolnoth, London, England	12. "Guild of Play Book of Festival and Dance."
Jumping Jack	Mr. Hebbart, Providence, R. I.	10. "Folk Dances for Men."
Lilt	Dr. W. G. Anderson, Yale University, New Haven, Conn	10. "Folk Dances for Men."
Spring Flower Dance	Mrs. M. H. Woolnoth, London, England	12. "Guild of Play Book of Festival and Dance."

DANCES SUITABLE FOR GRASS PLAYGROUNDS.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bean Setting	English (Morris Dance).
Bleking	Swedish.
Carousel	Swedish (Song Play).
Clap Dance	Swedish.
Dance of Greeting	Danish.
Fjalnas Polska	Swedish.
Harvest Dance	Finnish.
Hey, Little Lassie	Swedish (Song Play).
How Do You Do, My Partner?	Swedish (Song Play).
How Do You Do, Sir?	English (Morris Dance).
I See You	Swedish (Song Play).
Kull Dance	Swedish (Song Play).
Laudnum Bunches	English (Morris Dance).
Ma's Piggiwigs	Swedish (Song Play).
Maypole Dance	English.
Mountain March	Norwegian.
Nigare Polska	Swedish (Song Play).
Oxdans	Swedish.
Peter Magnus	Swedish (Song Play).
Reap the Flax	Swedish.
Ritsh, Ratsh	Swedish (Song Play).
Shoemaker's Dance	Danish.
Tarantella	Italian.
To-day is the First of May	Swedish (Song Play).

*The number prefixed to the name of the book corresponds in each case to that prefixed to the title of book in the list of books of folk dances.

DANCES SUITABLE FOR PLAYGROUNDS WITH DIRT SURFACE.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bean Setting	English (Morris Dance).
Bleking	Swedish.
Bounding Heart	Finnish.
Clap Dance	Swedish.
Fjalnas Polska	Swedish.
Hey, Little Lassie	Swedish (Song Play).
How Do You Do, My Partner?	Swedish (Song Play).
How Do You Do, Sir?	English (Morris Dance),
Kull Dance	Swedish (Song Play).
Laudnum Bunches	English (Morris Dance).
Ma's Piggiwigs	Swedish (Song Play).
Maypole Dance	English.
Nigare Polska	Swedish (Song Play).
Oxdans	Swedish.
Peter Magnus	Swedish (Song Play).
Reap the Flax	Swedish.
Shoemaker's Dance	Danish.
To-day is the First of May	Swedish (Song Play).
Trollen	Swedish.

DANCES SUITABLE FOR INDOOR PLAYGROUNDS.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bean Setting	English (Morris Dance).
Bleking	Swedish.
Bounding Heart	Finnish.
Carousel	Swedish (Song Play).
Clap Dance	Swedish.
Comarinskaia	Russian.
Csardas	Hungarian.
Dance of Greeting	Danish.
Fjalnas Polska	Swedish.
Harvest Dance	Finnish.
Hey, Little Lassie	Swedish (Song Play).
Highland Fling	Scotch.
Highland Reel	Scotch.
Highland Schottische	Scotch.
How Do You Do, My Partner?	Swedish (Song Play).
How Do You Do, Sir?	English (Morris Dance).
I See You	Swedish (Song Play).
Jig	Irish.
Komarno	Bohemian.
Kull Dance	Swedish (Song Play).
Laudnum Bunches	English (Morris Dance).
Ma's Piggiwigs	Swedish (Song Play).
Mountain March	Norwegian.
Nigare Polska	Swedish (Song Play).
Oxdans	Swedish.
Peter Magnus	Swedish (Song Play).
Reap the Flax	Swedish.
Ritsh, Ratsh	Swedish (Song Play),
Shoemaker's Dance	Danish.
Strasak	Bohemian.
Tarantella	Italian.
To-day is the First of May	Swedish (Song Play).
Trollen	Swedish.
Varsouvienne	Swedish.

DANCES SUITABLE FOR SMALL CHILDREN.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bleking	Swedish.
Bounding Heart	Finnish.
Carousel	Swedish (Song Play).
Clap Dance	Swedish.
Csardas	Hungarian.
Dance of Greeting	Danish.
Fjalnas Polska	Swedish.
Hey, Little Lassie	Swedish (Song Play).
How Do You Do, My Partner?	Swedish (Song Play).
I See You	Swedish (Song Play).
Komarno	Bohemian.
Kull Dance	Swedish (Song Play).
Ma's Piggiwigs	Swedish (Song Play).
Maypole Dance	English.
Mountain March	Norwegian.
Nigare Polska	Swedish (Song Play).
Oxdans	Swedish.
Peter Magnus	Swedish (Song Play).
Reap the Flax	Swedish.
Ritsh, Ratsh	Swedish (Song Play).
Shoemaker's Dance	Danish.
Strasak	Bohemian.
To-day is the First of May	Swedish (Song Play).
Trollen	Swedish.
Varsouvienne	Swedish.

DANCES SUITABLE FOR LARGER BOYS.

Name of Dance.	*Nationality of Dance.*
Bean Setting	English (Morris Dance).
Bleking	Swedish.
Comarinskaia	Russian.
How Do You Do, Sir?	English (Morris Dance).
Jig	Irish.
Jumping Jack	
Komarno	Bohemian.
Laudnum Bunches	English (Morris Dance).
Lilt	
Oxdans	Swedish.
Reel	Scotch.

DANCES SUITABLE FOR LARGER GIRLS.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bean Setting	English (Morris Dance).
Bleking	Swedish.
Carousel	Swedish (Song Play.)
Clap Dance	Swedish.
Comarinskaia	Russian.
Csardas	Hungarian.
Fjalnas Polska	Swedish.
Harvest Dance	Finnish.
Highland Fling	Scotch.
Highland Reel	Scotch.
Highland Schottische	Scotch.
How Do You Do, My Partner?	Swedish (Song Play).
How Do You Do, Sir?	English (Morris Dance).

DANCES SUITABLE FOR LARGER GIRLS.—*Continued.*

Name of Dance.	*Nationality of Dance.*
I See You	Swedish (Song Play).
Jig	Irish.
Komarno	Bohemian.
Kull Dance	Swedish (Song Play).
Laudnum Bunches	English (Morris Dance).
Maypole Dance	English.
Mountain March	Norwegian.
Nigare Polska	Swedish (Song Play).
Peter Magnus	Swedish (Song Play).
Reap the Flax	Swedish.
Shoemaker's Dance	Danish.
Strasak	Bohemian.
Tarantella	Italian.
To-day is the First of May	Swedish (Song Play).
Trollen	Swedish.
Varsouvienne	Swedish.

DANCES SUITABLE FOR ADULTS.

Name of Dance.	*Nationality of Dance.*
Ace of Diamonds	Danish.
Bean Setting (men)	English (Morris Dance).
Bleking	Swedish.
Bounding Heart	Finnish.
Clap Dance	Swedish.
Comarinskaia	Russian.
Csardas	Hungarian.
Fjalnas Polska	Swedish.
Harvest Dance	Finnish.
Highland Fling	Scotch.
Highland Reel	Scotch.
Highland Schottische	Scotch.
How Do You Do, Sir? (men)	English (Morris Dance).
Jig	Irish.
Komarno	Bohemian.
Kull Dance	Swedish (Song Play).
Laudnum Bunches (men)	English (Morris Dance).
Maypole Dance	English.
Mountain March	Norwegian.
Oxdans (men)	Swedish.
Strasak	Bohemian.
Tarantella	Italian.
Varsouvienne	Swedish.

DANCES OF VARIOUS OCCUPATIONS.

Name of Dance.	*Nationality of Dance.*
Carousel (Riding in the Merry-go-Round)	Swedish.
English and Roman Soldiers	Traditional Singing Game.
Jolly is the Miller	Traditional Singing Game.
King of France	Traditional Singing Game.
Milking Pails	English Singing Game.
Mountain March	Norwegian.
Oxdans (mock fight)	Swedish.
Sailor's Hornpipe	English Navy.
Shepherds, Hey	English Morris Dance.
Shoemaker's Dance	Danish.
Tailor's Dance	Swedish Singing Game.
Washing Song and Dance	Swedish Singing Game.
Weaving Dance	Swedish.

DANCES SUITABLE FOR SPECIAL OCCASIONS.

Special Occasion.	*Name of Dance.*	*Name of Book where Description or Music, or Both, may be Found.**
Christmas	Christmas Time	1. "Book of Song Games and Ball Games." 29. "Song Plays."
	Christmas Dance	12. "Guild of Play Book of Festival and Dance."
Easter	Christmas Time (last stanza sung first)	1. "Book of Song Games and Ball Games." 29. "Song Plays."
Farewell	To-day the First of May (2d Part) (Substitute any other special day.) The second stanza contains the farewell.	29. "Song Plays."
Fourth of July	Colonial Minuet	12. "Guild of Play Book of Festival and Dance."
	Indian Dance	15. "Indian Dances."
Greeting	Danish Greeting Dance	27. "Popular Folk Games and Dances."
	Gustaf's Skol (Toast to Gustaf)	9. "Folk Dances and Games."
	How Do You Do, My Partner?	27. "Popular Folk Games and Dances."
	How Do You Do, Sir?	19. "The Morris Book."
	Kull Dance	8. "Folk Dances."
	Nigare Polska	31. "Swedish Recreative Exercises for Schools and Playgrounds."
Hallowe'en	All Hallowe'en	1. "Book of Song Games and Ball Games."
	Hallowe'en	
Harvest Time	Finnish Harvest Dance	9. "Folk Dances and Games."
	French Vintage Dance	9. "Folk Dances and Games."
	Harvest Song and Dance	
	Reap the Flax	31. "Swedish Recreative Exercises for Schools and Playgrounds."
	Oats, Peas, Beans. Would You Know How Does the Farmer?	
Rejoicing	Carousel	29. "Song Plays."
	I See You	29. "Song Plays."
	Tarantella	7. "Folk Dance Music." 8. "Folk Dances."
Springtime	Bean Setting	19. "The Morris Book."
	Maypole Dance	12. "Guild of Play Book of Festival and Dance."
	Norwegian Spring Dance	
	To-day's the First of May	29. "Song Plays."
St. Patrick's Day	Irish Jig.	7. "Folk Dance Music." 8. "Folk Dances."
	Irish Lilt	10. "Folk Dances for Men."
Washington's Birthday.	Colonial Minuet	12. "Guild of Play Book of Festival and Dance."
	Indian Dance	15. "Indian Dances."

* The number prefixed to the name of the book corresponds in each case to that prefixed to the title of book in the list of books of folk dances.

C. Story Telling.

Sorts of stories: Uncle Remus, fairy tales, Greek legends, Bible stories, etc.

When told — First period, when it is hot or rainy, when the children are doing their industrial work or are tired.

Where — The steps of the school, in the play room, under a tree, in the sand bin, etc.

Difficulties — Different ages of the children, noise, interruptions.

Must know the story and tell it with animation.

The following list of books is suggested as a tentative list. (For additional list see last page.)

For younger children:

Andersen's Fairy Tales	
Popular Tales from the Nourse	Sir George Dasent.
Stories of the Field	Sir George Dasent.
Mothers' Stories	Maud Lindsay.
More Mothers' Stories	Maud Lindsay.
Alice in Wonderland	Lewis Carrol.
Alice Through a Looking Glass	Lewis Carrol.
For the Children's Hour	Carolyn S. Bailey and Clara N. Lewis.
The Bible	
Uncle Remus	

For the older children:

Jungle Book	Kipling.
All the Animal Stories	Sir Thomas Seton.
Hiawatha	Longfellow.
Some of Cooper's Novels	(Leather Stocking Tales).
Robin Hood	Howard Pyle.
King Arthur	Howard Pyle.
King Arthur and His Knights	Maud Radford (Published by Rand-McNally Co., Chicago, Ill.
The Story of Ab	Stanley Waterloo.
Wonder Book	Hawthorne.
Tanglewood Tales	Hawthorne.
Norse Stories	Hamilton Mabie.
Wonder Tales from Wagner	Annie Alice Chapin.
Roland	Baldwin.
Ulysses	Charles Lamb.
Robinson Crusoe	
Stories of the Gorilla Country	Du Chaillu.

D. Industrial Work.

The children should do as much of the practical work as possible. If the boys help to clear the ground and make the ball diamonds and running tracks, and the girls make the

baby hammocks, the bases for baseball, covers for tether balls, bean bags, and their own aprons and bloomers, the work will be interesting in itself, and will increase their loyalty to the playground.

Basket work, raffia, and worsteds. Older girls are very fond of these and it always pleases the parents.

Whittling, rope splicing, and kite flying for boys.

The teacher should not give out material without instruction how to use it.

She should not give out material for the children to take home.

She should not give out material to be carried around the playground.

See that the children finish what they begin.

Have the children furnish the material for the larger pieces and allow them to keep it.

NOTE.— The better pieces of work find a ready sale, and in some cities there is a practice of having a fair at the end of the season and disposing of the objects made. The proceeds go either to the children, to the playground, or are divided between them.

E. Nature Study.

It is best to let each child have his or her own plot, so long as it is properly cared for.

To let the children have all they can raise on it to use or sell.

To raise radishes, beets, lettuce, corn, parsnips, carrots, etc.

To give the children careful instructions in planting, watering, and weeding.

To create pride in the appearance of the plots and get the children to do something at home.

F.. Music, Vocal and Instrumental.

G. Miscellaneous Activities.

Put here anything required by local needs.

IV. Conduct of Activities.

A. Criteria of Success.

The attendance of the children.
The extent to which the activities are organized.
The loyalty and general spirit of the ground.

B. Enrollment.

Note.— In some cities all the children are enrolled and there is an attempt to keep the attendance of individuals. In most cities there is no enrollment. It takes time, but it is an aid in discipline and in getting acquainted. It is often necessary to know the addresses of members of playground teams and at least this much enrollment should be insisted upon.

Nearly all cities make some attempt to keep the attendance. This is usually done by counting the children at certain fixed times or when they go off the ground at noon or night. The forenoon attendance is usually added to the afternoon attendance. In some cities the children are counted at three different times and these numbers added together. Ofttimes the figures given are mere estimates. Since there is every inducement to the director to make this estimate large, the figures for different cities have at present little comparative value. If the purpose is to find how many different children make use of the playgrounds which are open all day, it is not likely that addition of the forenoon and afternoon attendance will give an exaggerated total. If the purpose is to find the average number of children on the ground at all hours of the day, the children should be counted at several different times and an average secured from these.

C. Selection of Activities.

1. Work must be adapted to the age and sex of the children.
2. To the season of the year.

3. To the size and shape of the ground.

4. Those activities should be chosen in which the most children can take part with pleasure.

D. General Organization of Activities.

1. Programs.

General programs.— The teacher should have a general program which will provide a place for all that she is supposed to do, as gymnastics, athletics, story telling, industrial work, etc. In general she should have these things at the same time each day, though her program must be plastic. It is customary in many cities to have some sort of opening and closing exercises, consisting as a rule, of singing, marching, and a flag salute. These are usually popular with girls and unpopular with boys.

Special programs.— Of more importance than a general program is the special program which is made up each day to cover the special work of the day in organization and coaching of teams and the like. It is necessary to have a schedule for all regular teams so that they may know when they are to play.

2. *Exhibitions.*— It is very desirable to have exhibition programs every week or so to which the parents should be invited. This increases the interest for the children, gives an entertainment to the neighborhood, creates loyalty, and arouses general interest in the playground. Some of the most successful exhibits of this kind are:

An athletic contest, a gymnastic and calisthenic drill, games of the small children, the industrial work, dramatics, singing, a baby show, etc. Get the parents to judge where they are likely to be impartial.

3. *Excursions.*— It may be desirable at times to suspend the regular activities of the playground entirely and take the children off to a picnic or on a walk or run or a swim.

4. Aids in organizing activities:

The teacher will find it a great help in her work if she will select a few of the stronger and more reliable members of the playground as volunteer assistants. It is well to provide these with some special badge or insignia and to give them special privileges. Only those whose personal example will not be harmful should be selected.

5. Use of the apparatus.

The swings.— Rules in using:

Little children should use the little swings.

Children should swing themselves.

Girls at least should not stand up.

Should not swing high.

Men and boys must keep away from the girls' swings.

The little children must keep away from the large swings.

The little children may be changed by monitors, by whistle, or by issuing tickets.

NOTE.— The swing is one of the most dangerous pieces of apparatus, physically and socially, in a crowded playground and requires constant watchfulness on the part of the teacher.

The see saws.— Rules in using:

A child must not jump or slide off when the other child is up in the air.

Must not stand up on.

Must not bump down so as to make a noise.

The teeter ladders.— The children should be instructed in regard to:

Getting on and off.

Not sitting on the ladders.

Girls to pinning or fastening their dresses.

There are more accidents from the teeter ladder than from any other single piece of apparatus, and it is open to grave social objections. The exercise is good, but it may be a question if it is worth while. Sand placed beneath makes it less dangerous.

The sand bin.— Rules in using:

The children like to draw and make designs in the sand.

Care of :

The sand bin should be kept free of paper, lunch, etc.

The sand requires sprinkling in dry weather.

Use antiseptics.

The sand must be changed occasionally, the old sand may be used for jumping pits, etc.

The giant stride.— Rules in using:

Small children must be kept away from it.

The children must be instructed in getting off.

Care of :

The teacher must watch the attachments and splices.

The teacher must chain up at night the unfenced playgrounds.

The slide.— Rules in using:

The teacher should not allow

Children to come down standing up. To run up.

Small children to go up alone or with other small children.

Care of:

The teacher must keep sand at the foot of.

Watch for slivers, nails, or screws.

See that the steps are safe.

Oil with raw linseed oil or wax occasionally.

The tether pole. — Use of :

The teacher make and post up a digest of the rules for the children.

Have teams of three or five.

Have a good concrete or brick ring around the pole to mark the circle and courts.

NOTE.— Tether ball is excellent exercise, but is rather expensive on account of the breaking of the rackets and wearing out of balls. A permanent ring prevents the breaking of the rackets very largely and makes the game much less expensive.

6. Organization of team games.

Aims in organizing teams.

Work for teams with the team spirit.

Every child on the playground should be organized into as many different teams as possible. If the same children are on several different teams together, as baseball and basket ball, it increases loyalty.

The ground will reach its maximum of efficiency when all team space is occupied all the time by regular teams, and the free space by others, playing other games.

It is well to make the members of the first teams coaches and umpires on new teams.

Advantages of regular teams:

They become responsible for property, etc.

They are usable units for playground needs.

Loyalties are formed.

They master the games and the best boys coach the poorer ones.

They practice regularly.

Aids in organizing teams:

It is well to pick out a leader and get him to organize his friends, his block, his school, his club, or anything he is connected with.

To get them to practice at some regular time and if possible start a tournament on the ground.

A uniform, a yell, a pin, or a badge will help.

Regular teams should be given certain privileges.

An advisory council of captains is an advantage.

The captains should be encouraged to master the rules.

The captains should be made responsible for the eligibility of their teams.

It will be a help if you will furnish the members of regular teams with a button with the name of the club on it. It is still better to have the club do it. These will cost four or five cents apiece.

7. *Tournaments and contests.*— Objects:

To secure vigorous training, create ground loyalty, increase the attendance, interest the parents, give publicity to the

movement, get the children to co-operate with each other, and compete with others without quarreling, and *teach the laws of clean sport.*

Tournaments on the home ground should be conducted in as great a variety of events as possible and keep the score from week to week.

Eligibility of contestants:

Age, height, and weight limits.

Amateurism, novices, juniors, and seniors.

Penalty for false registration, disqualification for the season if intentional.

Team disqualified if a single contestant is not eligible.

8. Treatment of opponents.

The teacher should talk with the children and especially with the team members about the *treatment of visiting teams* and their conduct on other grounds.

They must not *dispute decisions* or be impudent to umpires.

Must not cheer *opponent's mistakes.*

Must not try to *annoy* the other side in any way.

Give cheers for each other at the end of the game.

The teachers must themselves be very careful about all these things.

9. Organization and management of contests.

The teacher of the home ground must see that everything is in readiness for all events before the visitors arrive.

She must make such measures as are necessary to see that spectators do not crowd in on contestants.

She must furnish a sufficient number of helpers to insure the proper conduct of the meet. Parents love to assist in minor positions.

Officials must watch the starts, especially of the relays, and see that no one gets off before the time.

The playground banner should be taken to all tournaments.

Every event should be begun on time whether the children are there or not.

Lateness should be deducted from the score.

If there are contests for boys and girls these should go on simultaneously.

Enough events should be carried on simultaneously so that the tournament can be finished in good season. If the children are kept until dark, trouble is always likely to follow.

Prizes should not be awarded at preliminary tournaments. Wait and see if there are protests, make an occasion of giving out prizes.

Full reports of meets should be sent to the playground office.

The scores should be posted up on the playground.

The playground kept open while the director is away at the meet by the janitor, volunteer, or other worker.

Note. — In order to facilitate entries, score keeping and making reports, it is wise to have regular forms printed for these purposes. To secure good conduct at meets, make conduct count in the score.

V. Care of Supplies and Ground.

A. Supplies.

Supplies should be kept under lock and key, either in a box or storeroom.

Children should not be sent for supplies unless very well known.

It is necessary to prevent things from being stolen, both for the sake of the things and the children.

An account should be made to the office of all supplies received and what happens to them. Worn out material should be returned with the request for new supplies.

It is best to have the children repair what is broken and replace what is lost.

More supplies should not be given out until the lost article is found.

B. The Ground.

Everything about the buildings and grounds should be kept

as clean and neat as possible. Especial care should be taken about writing in toilets and playground buildings.

VI. Discipline.

Absolutely necessary if the playground is to be a good rather than an evil influence. Must insist on being obeyed.

A. Fundamental Considerations.

Smoking, swearing, yelling, using insulting language, being disobedient, obscenity, destructiveness, stealing, and improprieties between sexes are the chief forms of misconduct.

Undoubtedly all these evils tend to increase in an unsupervised playground that calls together large numbers of children. Likewise they tend to diminish rapidly with a playground that has the right spirit and direction.

There are more of these evils ordinarily in the lives of children than most people realize, and the playgrounds are sometimes held to be responsible for street conduct and language which they are decreasing but have not yet eliminated.

There is special need of watchfulness in the relations of the sexes; the undercurrent of sex feeling is stronger with children than adults usually realize, and the number of children in the congested part of a great city who grow up in pristine ignorance and innocence in these matters is small. Yet any slip in language, gesture, or conduct is sure to be charged to the playground. The only defense for much of it is to keep a high tone to the whole ground and trust that this general spirit will sooner or later leaven all the parts.

B. Opening of a New Playground.

All problems of discipline are more serious in the beginning.

It is often necessary to have a policeman stationed at the playground at first.

The difference between the conduct on a new and an old playground is the best index of the success of the system.

C. *Helps in Discipline.*

The spirit of the ground and the organized teams.
The office, in case of a chronic condition.
The janitor or watchman.
The passing or regular policeman.
Sometimes a system of self government.
The police station, in case of unruly gangs.

D. *Forms of Punishment.*

Excluding from games or teams.
Notifying parents.
Arrest in case of vicious misconduct.
Excluding from the ground permanently in case of loose girls or boys.

E. *Methods.*

The only really effective method is to get such a spirit in the ground that misconduct meets with social reprobation.

VII. Dealing with Parents.

A. *General Considerations.*

It is well to try to get the parents and the whole community interested in the playground and its activities.
Get them to assist in the improvements going on.
Get them to serve as officials and judges in minor matters.
Refer cases of discipline to them occasionally.
Take pains to be courteous to them and explain the purposes of the playground.
There are apt to be sick or nervous people who resent the noises, or perhaps balls, from the playground. Try to keep these disturbances at the minimum and do what you can to pacify any such person. In case of sickness in the neighborhood noisy games should be stopped.

MANAGEMENT OF SCHOOL YARD PLAYGROUNDS AND CHILDRENS' CORNERS.

The First Assistant has charge of the playground. Her special duties are:

1. Keeping of Statistics.

These should be carefully kept and forwarded weekly to the Director of School Hygiene. At a certain time, 9 or 10 o'clock a. m., and 2 or 3 o'clock p. m., each division assistant should count the number of children in her division. For this purpose each assistant should have cards. There are naturally a number of repeaters, *i. e.*, children coming in and going out during the day. If these were counted at the entrance it would lead to unreliable statistics. It is best that children be permitted to come and go at any time and as often as it pleases them.

If the statistics are taken at a certain time each day, and simultaneously in each division, it will give us the most valuable statistics.

The sexes should be counted separately. Ages are immaterial if the divisions are properly maintained. Special count should be made of those children whom each assistant has been capable of training to act as aides and leaders, or captains. Under this head should be counted also those older girls who have become useful in the care, etc., of younger groups of children.

2. Care of Grounds and Equipment.

The First Assistant should at all times be intimately acquainted with the conditions of the grounds and the equipment. Especial care is necessary in detecting any

sign of weakness in suspended apparatus, in sharp corners, etc., of toys, and of tools.

Report cards for needed repairs should be sent to the Office each Wednesday and Saturday. The list of all toys and tools and apparatus must be kept up carefully. The daily loss of toys and tools must be recorded. In this connection it is important to have a box or locker at a convenient place for the keeping of all play implements. This should be so arranged that one glance will suffice to note the absence of any implement at close of session. It is wise to have a signal a few minutes before close of session for the purpose of having all implements returned by those who obtained them. All children should be led to take an interest in putting away everything which they have used. This will create a sense of good order and also tends to make the children take a general interest in municipal property. An occasional address to a group of players on communal responsibility will do much good and will help to minimize careless loss and dishonesty.

If on any playground there is an unusual loss of small implements, some such special provision may be made as having boys deposit a cap or coat, etc., when getting an implement. It is also wise to have especially bright and careful boys act as temporary custodians of play implements. This will act as a strong stimulant in training the sense of responsibility.

Care should be used in withholding further supply of implements in case the loss cannot be placed accurately.

To diminish the present percentage of loss is a vital matter in the success of every playground, and on account of its larger moral influence it should ever be kept in mind.

A printed *list of supplies* will be given to each Playground Head. On this should be checked off whatever there is at each particular ground. This list will also have columns for reporting conditions, etc., and will give each supervisor an idea what supplies there are at the Office.

At the end of the season a detailed report of every apparatus, implement, etc., must be made to the Office.

3. Discipline.

The First Assistant is responsible for the discipline in her yard. She alone can debar any child from temporary or permanent presence in yard. She should get into close relation with the local police department, in order to be properly protected from outside interference of adults, "hangers-round," etc. She should also cultivate a co-operation of local societies, churches, and settlements.

It is very important that she also get into close touch with parents. This can be done by having occasional local festivals for the younger children and events for the older children.

The First Assistant is at all times responsible for the program and the work of her assistants in the distribution of division of spaces. She should cultivate a personal acquaintance with all the children, and should be the first and last one on the ground.

It is the First Assistant's special duty to organize teams and arrange games for all older children. She should also arrange regular schedules for her ground, and should arrange for visits with other grounds.

Assistants.

The Assistant will attend to the duties of the First Assistant in case of her unavoidable absence. She will assist the First Assistant in the clerical work necessary for all statistics. She will carry out the program arranged by the First Assistant. She will take charge and conduct special lines of work outlined by the First Assistant. It shall be her special duty to supervise the physical activities of boys and girls too old for the sand garden. She will be responsible for the material and equipments used in the activities which she is carrying out.

The Assistant in Sand Gardens will have charge of the sand boxes, creeping pens, and rest places for children and mothers, under the direction of the First Assistant. It is her especial duty to see that sand and play implements are kept in a workable and hygienic condition. She should be well versed in the activities of infant architects and be capable of helping them in fashioning things as their imagination desires. To keep the sand in an hygienic condition the children should be taken out at regular intervals to the lavatories. Their hands, etc., should be inspected for contagious inflammation. The children should be taught early not to put the pails, spoons, spades to other uses than clean sand work. After a rain the boxes should be exposed to the sun for drying, and if too dry they should be sprinkled the first thing in the morning.

If tin tools are used, they should be kept free from rust, and care should be used in supplying tools without ragged edges and sharp corners.

Children with capable imagination, *i. e.*, able to fashion pies, huts, bridges, should be well distributed among other children with less capacity. The Assistant in Sand Gardens should ably assist the other teachers whenever possible.

SPECIAL INSTRUCTORS.

Special instructors in dancing, dramatics, and singing will visit each playground at stated times. These instructions will be given at first in the hall or corridors of the building, and will be continued later on in the yards. All instructors should stimulate their charges to participate in these special opportunities, and whenever possible should themselves participate in these activities. Nothing attracts children more than active teachers. Good example will create imitation. Besides, these special teachers need assistance in the handling of these large numbers.

Welcome, whenever you can, any music in or near the yard. A little missionary work among neighbors will often secure much and frequently good music during sessions. Even the hand-organ man can be induced to spend fifteen minutes near your gates.

Story-telling is of great value on the playgrounds, especially during the hotter hours of the day and during rainy weather. A short, well told story will give the children wholesome food for mind and soul, and give the needed rest and change to the teacher from the nervous bustle caused by the presence of a company of children. If you are not a good story teller yourself, it is often better to read to them. Especially valuable are some good story books which are continuous, and the stories of which can be continued through days and even weeks.

All divisions will be benefited by such reading, and all should do so at the same time of day. A great many boys will be attracted to the playground regularly, and become devoted to regular attendance by such continuous story reading.

GENERAL HINTS TO INSTRUCTORS.

Be early on your ground and get a chance to inspect all your apparatus, tools and implements. Prepare your program before hand, and work to accomplish what you intended to do. Greet each child personally, make them come to you for a "Good morning" and a handshake. An inquiry about home and anything that is dear to its little heart will make him quickly your devoted friend.

Whenever possible learn to know each child by name, and study the strong points of character and physical skill of each. Use their good points as a starter for new activities.

Use every opportunity to give a practical lesson in personal hygiene and for character development. For instance, some will have a piece of fruit or cake, or you may be able to get a box of fruit or cakes. Make them all wash their hands before you sit down in a circle to enjoy your lunch. Make them see the difference between "honest, clean" dirt on their hands and faces and unclean dirt of few days standing.

When introducing a new game do so when you have the groups together—perhaps after the first grand march around the yard in the morning. Be sure of your game; go over to the older, or pick out some brighter children, and explain the game to them. Then get them into your large circle or other formation, and by active example teach your children the game, and the rules and the fine points.

Remember, explaining alone never will produce good results with the average child. A child imitates, and it copies mostly and most actively what it perceives with its sense of sight.

With older children, look out for the "smart one." Do not give individual reprimands. You will find that at a certain age

certain boys will depreciate anything which is new to them and which may give other children a chance to outdo them. Children like best those games in which they are proficient, or in which they excel. If you do not play a wholesome variety, you will have only a few who want to play certain games. Turn about is fair play. Make them take their turns, especially if there is a small minority in favor of one or another game. Do not, however, attempt to teach too many games. A small variety of games, with a variety of physical and mental stimulation, is best. Do not give up a game you know is good, and which you know has been successful with other children. As a whole, children will like any game as soon as they can play it well. Repeat your games on succeeding days, and, above all, give it a good trial before giving it up. Many games and plays fall flat in their attraction to boys only because they have not seen others whom they admire play these games. But some good exponent of a game will always gain a good following. Most games, especially ring games, etc., require a certain number of players to bring out the best points for attracting children. Start in with one large circle, and if you have assistance, with more circles, all playing the same game. As soon as they know the game, divide the large groups into smaller groups. Appoint leaders, referees or captains from among your older children or from your natural leaders. But always aim to get at least one game well developed before you start on new ones. Make use as referees also of such children as cannot participate in running games, etc., on account of some physical handicap. They need to be interested more than the rest.

All beginning is hard, especially a beginning with large groups of children. Take two or three games during the first few days. Then as soon as possible return to one good one and work on that. Take, for instance, "Follow the Leader." You yourself may have to be leader for a week, but by judicious choosing, you will find leaders among your little chil-

dren who will show you activities you never knew about, but which they have, nevertheless, seen, and soon you do not need to lead at all, but can devote your efforts to other groups or new games.

Be always prepared to have a new good group game ready to introduce when it seems that there is a general lack of interest. This lack of life may be a most natural reaction, and may soon disappear.

In your playground apparatus work have good order and a fair chance for all, but above all let it not be all aimless loafing or semi-active recreation.

There is educational value in all apparatus work when there is an element of daring in it, just as much as the element of skill in any play or game or apparatus exercise. These little dangers must not be abolished. You should regulate the use of such pieces of apparatus so that there is never disorder, nor haste nor excitement. It should not require your continuous attendance as a nursemaid or attendant. Let your children understand the dangers from disorder or foolish daring. Make them take turns as aids at special danger points, and soon all will co-operate and get each their chance and special opportunity.

Recklessness or foolhardy daring should be reprimanded. But the children must be brought to see it by themselves, otherwise you can never leave them alone, and, consequently, they will never learn to stand on their own judgment.

The playground is especially valuable if there is opportunity for clear *judgment, cool and fair daring, honest competition, effective co-operation, self-management* and *wholehearted fun.* We must foster an enthusiastic play spirit among our children. At first the play stimulates spontaneous activities of the individual child, and gradually we reach those games which train the harmonious actions of the mass, which require leadership and obedience, superior skill and intricate knowledge by each individual and organized effort of many against many.

Plays and games have a definite educational value, and, hygienically considered, they are the best form of exercise for body, mind, and soul.

Fundamental social relations are trained, such as devotion to a cause and loyalty to the community. Physical strength, health, and endurance, and skill are developed and habits of rational recreation are formed; judgment is acquired, and chivalrous virtues are fostered. The spirit of fair play is a mark of the highest morality. All games and plays must be adapted to the existing conditions of schoolroom, corridor, attic, basement or playground. Acquaint yourself most carefully with all the details of the game before teaching it to the children, and see to it that all play implements needed for a particular game are on hand, and that all marks, lines of play field, etc., are made before the game begins.

Take a keen interest in every game, enter into the spirit of it, and play yourself whenever possible, but do not lose control of the game.

Always insist upon fair play, upon strict adherence to the rules and regulations. Never let the children play to the point of excitement or exhaustion.

Any game with large numbers of children playing in a limited play area requires, of course, good order. Discipline should prevail at all times, yet this should not interfere with the fullest possible enjoyment of the game. There must be freedom, but never license. Encourage the children to play the best game possible. Comment on good play as well as poor play, and reprove *false spirit*. Name the winning side whenever possible. Until games and spirit are well developed, referee the game yourself. Whenever games are running smoothly, let pupils learn to umpire and referee. Always appoint a referee whenever you are obliged to attend to other matters. In upper grades, where the games become more complex, and where sides or teams play against one another, appoint the captains, coaches, etc., before the game starts. Whenever possible, have such officers chosen by the players

themselves. Sometimes it is well to have such officers serve for a certain number of days. If there are children who for some good reason cannot participate in a lively game or play, get these to serve in the capacity of some needed official.

Winning by any means whatever is the worst spirit possible; teach your children to love play for its own sake — for its inherent value of training soul, mind, and body.

SAMPLE-PROGRAM.

No set programs can be given to all the school-yard playgrounds, as each playground has its own local problems to solve. Besides, each day's program is dependent upon weather conditions, presence of special instructors, and attendance. The choice of games, for instance, should depend upon number of children present. On rainy days more story-telling and quick games are in order. On some unusually hot days, or sultry days, the children are to be kept quiet as much as possible, and in the shade, and the more vigorous activities should be carried on during the early and later hours.

Forenoon.

1. Opening of the yard; yard cleaned and sprinkled; apparatus put into position; sand boxes prepared.
2. Gathering of the children. They are met at the gate. Some to be permitted to help in arranging apparatus and play implements. Free play with some assistant supervising.
3. Some mass work, as fancy marching evolutions with songs. One patriotic song, all children joining.
4. A few words of general instruction, announcements, etc. Let children know which games are to be played and when. Note their expressions of approval, etc. Will get valuable hints as to favorite games.
5. Distribute the small play material. Do not distribute all kinds, but vary daily.
6. Organized plays and games for younger children.
7. Athletics, gymnastics for older children.
8. Free use of apparatus and free play.

Supervise only to insure equal opportunity for all.

Commend good manners and good individual work.

9. Organized games for older children.
10. For younger children.
11. Organized small group play with small play material.
12. Marching and singing.
13. Story-telling.
14. Dismissing of children according to the need of time for walking home.
15. Free use of swings, teeter and other large play apparatus.
16. Teachers make out their morning reports and hand them to supervisor.

Yard if closed during noon hours, one assistant or caretaker to remain as watchman.

Afternoon.

Supervisor at the gate and various instructors at their stations.

1. Free play and free use of apparatus.
2. Reading and story-telling all over play yard and in building. Use shady corners, places on trees, etc.
3. (*a.*) *Younger Children.*— Organized physical activities; dancing; social games; kindergarten work, etc.

(*b.*) *Older Children.* — Organized team games. Same game going on in several groups or several games in different groups.

4. Free play — free games and free use of apparatus.

Supervise only general conduct of children and assist individual efforts.

OUTLINE OF PLAYS AND GAMES.

The following list of plays and games are classified according to the needs of various ages. A number are minutely described, and a supplementary list is appended for each grade of children.[1] Those which are minutely described are modified or arranged with special reference to use in limited areas, and in nature require considerable physical activity. They are to be used whenever it is necessary to exercise all the children together. They will help in organizing the children into groups and teams and will lead up in a graded sequence to athletics and team work.

These games are described:

GRADES I., II., AND III.

Animal Game.
Black and White.
Crossing the Brook.
Feather Fly.
Flower Girl.
Hunt the Slipper.
Oats, Peas, Beans.
Lads and Lassies.
How do you do, My Partner?
Dance, Dear Partner Mine.
I Spy.
Sitting Tag.
Thimble Ring.
Time Ball.
Twelve O'Clock at Night.
Weathercock.
In and Out the Village Mazoo-Mazoze.
Soldier Boy.

GRADES IV., V., AND VI.

Ball and Bases.
Ball or Bean Bag Drill.
Ball Stand.
* Beast, Bird or Fish.
* Ball Tag.
* Bean Bag Target.
* Changing Seats.
* Derby Jig.
Ring Toss.
Marbles.
Tug of War.
Hopping Bases.
Ninepins.
* Preliminary Ball.
Prisoners' Base.
Stealing Sticks.
Stoop Tag.
Relievo.
Duck on a Rock.

[1] See Provisional Course of Physical Education, Boston Public Schools, 1909.

* All games marked with star are games of low physical activity and can be played as social games whenever weather is unfavorable for more active work.

GRADES VII. AND VIII.

Ball and Bases.
Boston Ball.
Merry-go-round.
Corner Ball.
Curtain Ball.
Double Pass.
German Ball Game.
* Guess Ball.
Hanging Cats.
Top.
Three-old-cat.
Long Ball.
Hang Ball.
Sit Ball.
Pin Ball.
* Musical Instruments.
* Not I, Sir.
* Observation.
* Spin the Cover.
* Stage Coach.
* Trades and Professions.
Volley Ball.
War.
Basket Ball.
Three Deep.
Captains' Ball.
Dodge Ball.
Playground Ball.
Croquet.
Hockey and Shinny.
Fox in the Hole.

OTHER GAMES OF HIGH ORGANIZATION WHICH CAN BE MODIFIED FOR YARD PLAYGROUNDS.

1. *Baseball* (12 players on a side).†

Do not use bat. Children bat the ball with forearm or fist. Use volley ball. Lay out diamond with chalk. Twenty feet between bases. Players are caught out, or thrown out, while running (hit with ball). Only three scores are allowed. Pitch only with underhand throw. Fair catch, even if ball bounces from wall. Bounce off ground does not count as fair catch.

2. *Fist Ball.*

Use volley ball. A tape is suspended from two poles or two walls 7 to 8 feet from ground. Ball is batted with forearm over tape. Two fields of equal width and depth on each side of tape. Each field divided into halves by line half way and parallel to tape. Ball is served by batting from rear line over tape into further half of opposing team (similar

* All games marked with star are games of low physical activity and can be played as social games whenever weather is unfavorable for more active work.

† This form of baseball can be played anywhere, even in small hall. Good for children 9 to 13 years of age.

to tennis). There the first player may bat the ball back, but *better* reverse it to another player of his own team, who may bat it over line or in his turn reverse it to partner. An inning consists of twenty points. Game consists of four innings. Largest number of points at end of fourth inning decides the game.

ADDITIONAL LIST OF STORY AND SONG BOOKS.

Singing Games, Old and New, by Marie Hofer.
Folk Games and Dances, by Marie Hofer.
Song Echoes.
Gaynor Book No. 1.
Merry Songs and Games, by Hubbard.
Books for Younger Children:
Cat Tails and Other Tales, by Howlistan.
Calendar Stories, by Boyle. (A. Flanagan Co.)
Mother Goose Rhymes.
Arabian Nights.
The Snow Baby, by Peary. (F. A. Stokes & Co.)
Flower Fables.
Aunt Martha's Corner Cupboard.
Thumbling, by Amy Stuart.
The Little Gray Pony, by Maud Lindsay.
For the Children's Hour, by Carolyn S. Bailey and Clara N. Lewis.
Black Beauty.
Æsop's Fables.
Little Journeys, by George. (A. Flanagan Co.)
For Older Children:
Rip Van Winkle.
Mustafa, the Egyptian Boy, by Starr. (A. Flanagan Co.)
Little Jan, the Dutch Boy, by Campbell. (Educ. Pub. Co.)
Three Colonial Boys.*
Three Young Continentals.*
Washington's Young Aids.*
Two Young Patriots.*
With Flintlock and Fife.*
The Fort of the Forest.*
Uncle Tom's Cabin.
Battles of the War of Independence.

* By Everett A. Tomlinson. Good for boys 8 to 14 years of age.

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